Index du volume 13 / Index to Volume 13*

ARTICLES

Anderson, Robert M., Kristian J. Kirkwood, & Sar B. Khan. Student knowledge about Canada: A hint of optimism, 384.

Barnabé, Clermont. La théorie des caractéristiques des emplois appliquée à l'étude de la motivation au travail d'enseignants du Nouveau-Brunswick, 391.

Barrow, Robin. Context, concepts, and content: Prescriptions for empirical research, 1.

Baudoux, Claudine. De moins en moins de responsables féminines d'établissements scolaires au Québec: les directrices adjointes du primaire, 465.

Callan, Eamonn. Justice and denominational schooling, 367.

Coutts, Larry M. *See* Schneider, Frank W.

Daniels, LeRoi. What psychology can do for education, 52.

Day, Elaine M. & Stan Shapson. A comparison study of early and late French immersion programs in British Columbia, 290.

Dufresne-Tassé, Colette. L'approfondissement de certains processus comme celui que vit le visiteur de musée échappe-t-il à la recherche qualitative? 100.

Egan, Kieran. The analytic and the arbitrary in educational research, 69.

Fagan, William T. *See* Malicky, Grace V.

Fullan, Michael G. & Earle E. Newton. School principals and change processes in the secondary school, 404.

Gaudreau, Louise et Louis Ste-Marie. Les caractéristiques de l'enseignant d'éducation sexuelle, 325.

Goyette, Gabriel. *Voir* Lessard-Hébert, Michelle.

Khan, Sar B. *See* Anderson, Robert M.

Kirkwood, Kristian J. *See* Anderson, Robert M.

Klaiman, Roslyn. *See* Nagy, Philip.

Laing, Donald. A comparative study of the writing abilities of English-speaking grade 8 students in French-speaking schools, 306.

Lessard-Hébert, Michelle et Gabriel Goyette. La notion de recherche-action, 111.

*Références aux numéros du volume / Key to pagination: (1)1–242; (2)243–366; (3)367–464; (4)465–536.

Maguire, Thomas O. Commentary on Egan and Wilson, 92.
Malicky, Grace V., William T. Fagan, & Charles A. Norman. Reading processes of French immersion children reading in French and English, 277.
Marx, Ronald W. Bitter pills and grim reapers: A commentary on Barrow and Phillips, 29.
May, Richard B. *See* Weir, Warren.
Nagy, G. Philip. Commentary on Daniels and Soltis, 65.
Nagy, Philip & Roslyn Klaiman. Attitudes to and impact of French immersion, 263.
Newton, Earle E. *See* Fullan, Michael G.
Norman, Charles A. *See* Malicky, Grace V.
Norris, Stephen P. Research needed on critical thinking, 125.
O'Neill, G. Patrick. Teaching effectiveness: A review of the research, 162.
Palkiewicz, Jan. Vers un système expert en formation de base, 423.
Phillips, Denis C. Confounding the grim reaper: An evaluation of some criticisms of educational and social science research, 14.
Safty, Adel. French immersion and the making of a bilingual society: A critical review and discussion, 243.
Schneider, Frank W., Larry M. Coutts, & Meyer W. Starr. In favour of coeducation: The educational attitudes of students from coeducational and single-sex high schools, 479.
Shapson, Stan. *See* Day, Elaine M.
Soltis, Jonas F. Dewey and Thorndike: The persistence of paradigms in educational scholarship, 39.
Starr, Meyer W. *See* Schneider, Frank W.
Ste-Marie, Louis. *Voir* Gaudreau, Louise.
Stennett, R. G. Semestering: Effects on student attitudes and achievement, 497.
Weir, Warren & Richard B. May. Environmental context and student performance, 505.
Westbury, Marilyn. The science and the art of teacher effectiveness: An examination of two research traditions, 138.
Wilson, John. What philosophy can do for education, 83.

NOTES DE RECHERCHE / RESEARCH NOTES

Edwards, Joyce M. *See* Juliebõ, Moira F.
Grahame, Peter R. & David W. Jardine. Reconceptualizing "classroom deviance": The play elements of classroom interactions, 338.
Jardine, David W. *See* Grahame, Peter R.
Juliebõ, Moira F. & Joyce M. Edwards. The effect of topic choice on narrative writing, grades 1–6, 437.

DÉBAT / DISCUSSION

Coleman, Peter, John Walsh, & Linda LaRocque. School district achievement and unit costs, 231.
Jefferson, Anne L. The unknown consequence of public support for private schools, 441.
LaRocque, Linda. *See* Coleman, Peter.
Livingstone, D. W. Public rights and private schools, 445.
Walsh, John. *See* Coleman, Peter.

ESSAIS CRITIQUES / REVIEW ESSAYS

Beattie, Catherine. *Action research in classrooms and schools* (edited by David Hustler, Tony Cassidy, & Ted Cuff), 200.
Deshaies, Bruno. La démocratisation de l'enseignement et la société française [*Histoire générale de l'enseignement et de l'éducation en France: l'école et la famille dans une société en mutation (1930–1980)*] (par Antoine Prost), 342.
Kneller, George F. *From knowledge to wisdom: A revolution in the aims and methods of science* (by Nicholas Maxwell), 186.
Lefebvre, André. Enseignement et enseignement de l'histoire à la lumière de l'oeuvre de Gisèle Barret, pédagogue de l'expression dramatique, 511.
Newsome, George L., Jr. *Becoming critical: Education, knowledge, and action research* (by Wilfred Carr & Stephen Kemmis), 215.

RECENSIONS / BOOK REVIEWS

Allard, Michel. *Guy Delahaye et la modernité littéraire* (par Robert Lahaise), 451.
Allard, Michel. *Marie-Victorin. Le poète éducateur* (par André Lefebvre), 358.
Crespo, Manuel. *The long road to reform: Restructuring public education in Quebec* (par Henry Milner), 352.
Favaro, Basil. *The language gap: How classroom dialogue fails* (by Robert Hull), 449.
Lefebvre, Bernard. *Innovations en éducation au Québec* (dirigé par Roger A. Cormier et Marlène Gagnon), 462.
MacDonald, Robert J. *The University of London 1936–1986: An illustrated history* (by Negley Harte), 459.
Martin, Jack. *Research and policy: The uses of qualitative methods in social and educational research* (by Janet Finch), 225.
McCuaig, Marilyn & Douglas J. Thom. *World yearbook of education 1986: The management of schools* (edited by Eric Hoyle & Agnes McMahon), 526.
Peterat, Linda. *Teaching as story telling* (by Kieran Egan), 452.
Smith, David G. *Children's conversation* (by Michael McTear), 454.

Southerland, Ronald H. *Language, the sexes and society* (by Philip M. Smith), 457.

Thiessen, Dennis. *Curriculum development for effective instruction* (by Floyd G. Robinson, John A. Ross, & Floyd White), 527.

Thom, Douglas J. *See* McCuaig, Marilyn.

Werner, Walter. *Reliability and validity in qualitative research* (by Jerome Kirk & Marc L. Miller); *Speaking of ethnography* (by Michael H. Agar); *The politics and ethics of fieldwork* (by Maurice Punch), 227.

Wirth, Arthur G. *Education under siege: The conservative, liberal and radical debate* (by Stanley Aronowitz & Henry A. Giroux), 360.

DIVERS / OTHER

Section spéciale / Special section: *La recherche en éducation / Educational Research, 13*(1), viii.